

Brookhurst Primary School Feedback for Learning Policy

This document outlines the principles and strategies for giving learners feedback about their work at Brookhurst Primary School.

Why give feedback?

Feedback is important as it forms a part of the learning, teaching and assessment cycle.

When Feedback is effective it clearly tells the learners what they have done well and how they can improve their work and provides an assessment record for teachers.

Key Features of effective feedback

Effective Feedback:

- Is prompt and regular
- Is given against specific learning objectives and success criteria
- Is accessible to learners - legible and understandable

- Actively involves children in their own learning by:
 - informing them of their strengths and areas for development
 - providing them with strategies for improvement
 - Inviting and encouraging them to think for themselves
 - Enabling them to recognise their own strengths and areas for development
 - Giving them time to respond to feedback to make small focussed improvements

- Enables teachers to adjust work planned, to take account of the results of assessment.
- Has a profound influence on the motivation and self-esteem of pupils, both of which are crucial influences on learning.
- Recognises effort and progress as well as attainment
- Provides positive praise and encouragement

What form does feedback take?

Feedback may be given orally or written using the following agreed codes.

VCOP - as appropriate to current curricular targets

tg - individual target

SG - adult's group

T - work discussed with pupil

1:1 - one to one support given

I - Independent - used by Foundation Stage only

ST - supply teacher

Oral feedback is the most powerful because of its immediacy, for example where an adult has the opportunity to feedback during a piece of work to correct a misconception. This feedback may be given by whichever adult is working with the children. Where the adult is not the Class teacher, information on the feedback given will be shared with the class teacher.

Written Feedback follows the Closing the Gap (CtG) prompts see Appendix 1. Green highlighter is used for success criteria (WILF) achieved and yellow highlighter used to indicate where children can make further improvement to their work.

Opportunities are then given for learners to respond to the feedback on that particular piece of work. Further response or acknowledgement is then given.

Teachers also use some acknowledgement marking where this is appropriate this takes the form of ticks/crosses according to whether the work is correct or not.

Peer Marking benefits both the pupil and the marker. Pupils should be given opportunities to comment on their own and others' work.

When?

Foundation - Oral feedback
Model shared feedback using CtG

Year 1 - Oral feedback
Model shared feedback using CtG

Year 2 - Oral feedback
Feedback using CtG as children gain the reading skills to respond

In Key Stage 2 - By the end of Year 3 all pupils are entitled to written feedback.

How Often?

Pupils are entitled to developmental feedback at least weekly in Literacy and Mathematics and as appropriate in other areas of the curriculum according to what will impact on learning. In practice developmental feedback is given more often than this.

Appendix 1

CLOSING THE GAP PROMPTS

- Highlight places where the pupil has successfully met the Learning Intention
- Indicate the places where improvements could be made and prompt the pupil as to how the work can be improved

REMINDER PROMPTS

- Remind the pupil of the objective

SCAFFOLD PROMPTS

- Ask questions that will specifically encourage the pupil to meet the objective
- Begin a sentence for a pupil to finish
- Write a cloze type sentence for the pupil to add to
- Bullet point the necessary additions

EXAMPLE PROMPTS

- Give a couple of example sentences for the pupil to choose from

E.G.

WALT : Write a story about a dog

WILF : To be able to express a character's feelings

REMINDER PROMPT : How do you think the dog felt here ?

SCAFFOLD PROMPT : Describe the expression on his face

He was so surprised he

He barked _____ly running round feeling very _____

EXAMPLE PROMPTS : Choose one of these or use one of your own :

He couldn't believe his eyes !

He ran around in circles looking for the rabbit, feeling very confused